

<b>WRITING CONTENT</b>		
<b>End of Primary</b>	<b>4<sup>th</sup> Grade</b>	<b>5<sup>th</sup> Grade</b>
<b>WR-E-1.1.0</b> Purpose/Audience: The writer establishes and maintains a focused purpose to communicate with an authentic audience by <ul style="list-style-type: none"> <li>• <b>Narrowing the topic</b></li> <li>• <b>Choosing a perspective authentic to the writer (not contrived)</b></li> <li>• <b>Presenting an idea or theme</b></li> <li>• <b>Analyzing and addressing the needs of the intended audience</b></li> <li>• <b>Adhering to the characteristics of the form</b></li> <li>• <b>Employing a suitable tone</b></li> <li>• <b>Allowing voice to emerge when appropriate</b></li> </ul>		
<b>WR-EP-1.1.1</b> <i>In Reflective Writing, the writer:</i> <ul style="list-style-type: none"> <li>• Describes own skills, abilities, approaches, products, and goals</li> <li>• Demonstrates an awareness of the intended audience</li> <li>• Uses a suitable tone or appropriate voice</li> </ul>	<b>WR-E4-1.1.1</b> <i>In Reflective Writing, the writer:</i> <ul style="list-style-type: none"> <li>• Describes own skills, abilities, approaches, products, and goals</li> <li>• Demonstrates an awareness of the intended audience</li> <li>• Uses a suitable tone or appropriate voice</li> </ul>	<b>WR-E5-1.1.1</b> <i>In Reflective Writing, the writer:</i> <ul style="list-style-type: none"> <li>• Describes own skills, abilities, approaches, products, and goals</li> <li>• Demonstrates an awareness of the intended audience</li> <li>• Uses a suitable tone or appropriate voice</li> </ul>
<b>WR-EP-1.1.2</b> <i>In Personal Expressive Writing, the writer:</i> <ul style="list-style-type: none"> <li>• Communicates about the life experience of the writer by focusing on life events, relationships, or central ideas</li> <li>• Utilizes the features of the selected form (e.g., personal narrative, personal memoir, personal essay)</li> <li>• Conveys the significance of the event, relationship, central idea</li> <li>• Sustains point of view</li> <li>• Sustains a suitable tone or appropriate voice</li> </ul> <i>In Literary Writing, the writer:</i> <ul style="list-style-type: none"> <li>• Communicates about the human condition</li> <li>• Engages an audience by painting a picture, recreating a feeling, telling a story, capturing a moment, evoking an image, or showing an extraordinary perception of the ordinary</li> <li>• Conveys the significance of the writing to meet the reader's expectations</li> </ul>	<b>WR-E4-1.1.2</b> <i>In Personal Expressive Writing, the writer:</i> <ul style="list-style-type: none"> <li>• Communicates about the life experience of the writer by focusing on life events, relationships, or central ideas</li> <li>• Utilizes the features of the selected form (e.g., personal narrative, personal memoir, personal essay)</li> <li>• Conveys the significance of the event, relationship, central idea</li> <li>• Sustains point of view</li> <li>• Sustains a suitable tone or appropriate voice</li> </ul> <i>In Literary Writing, the writer:</i> <ul style="list-style-type: none"> <li>• Communicates about the human condition</li> <li>• Engages an audience by painting a picture, recreating a feeling, telling a story, capturing a moment, evoking an image, or showing an extraordinary perception of the ordinary</li> <li>• Conveys the significance of the writing to meet the reader's expectations</li> </ul>	<b>WR-E5-1.1.2</b> <i>In Personal Expressive Writing, the writer:</i> <ul style="list-style-type: none"> <li>• Communicates about the life experience of the writer by focusing on life events, relationships, or central ideas</li> <li>• Utilizes the features of the selected form (e.g., personal narrative, personal memoir, personal essay)</li> <li>• Conveys the significance of the event, relationship, central idea</li> <li>• Sustains point of view</li> <li>• Sustains a suitable tone or appropriate voice</li> </ul> <i>In Literary Writing, the writer:</i> <ul style="list-style-type: none"> <li>• Communicates about the human condition</li> <li>• Engages an audience by painting a picture, recreating a feeling, telling a story, capturing a moment, evoking an image, or showing an extraordinary perception of the ordinary</li> <li>• Conveys the significance of the writing to meet the reader's expectations</li> </ul>

**Bold – State Assessment Content Statement**

*Italics – Supporting Content Statement*

**DRAFT – Elementary Writing Core Content for Assessment – DRAFT**  
**Assessment Contractor Version**

**DRAFT -- March 30, 2005**

<ul style="list-style-type: none"> <li>Utilizes features of the selected form (e.g., short story, play/script, poem)</li> <li>Sustains point of view</li> <li>Sustains a suitable tone or appropriate voice</li> <li>Adopts a fictional perspective in literary writing when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Utilizes features of the selected form (e.g., short story, play/script, poem)</li> <li>Sustains point of view</li> <li>Sustains a suitable tone or appropriate voice</li> <li>Adopts a fictional perspective in literary writing when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Utilizes features of the selected form (e.g., short story, play/script, poem)</li> <li>Sustains point of view</li> <li>Sustains a suitable tone or appropriate voice</li> <li>Adopts a fictional perspective in literary writing when appropriate</li> </ul>
<p><b>WR-EP-1.1.3</b>  <i>In Transactive Writing, the writer:</i></p> <ul style="list-style-type: none"> <li>Conveys a purpose through informing or persuading</li> <li>Develops an effective angle to achieve purpose</li> <li>Communicates as an informed writer to provide new insight</li> <li>Clarifies what the reader should know, do, or believe as a result of reading the piece</li> <li>Utilizes text features of the selected form(e.g., feature article, letter, brochure)</li> <li>Uses a suitable tone</li> <li>Allows voice to emerge when appropriate</li> </ul>	<p><b>WR-E4-1.1.3</b>  <i>In Transactive Writing, the writer:</i></p> <ul style="list-style-type: none"> <li>Conveys a purpose through informing or persuading</li> <li>Develops an effective angle to achieve purpose</li> <li>Communicates as an informed writer to provide new insight</li> <li>Clarifies what the reader should know, do, or believe as a result of reading the piece</li> <li>Utilizes text features of the selected form(e.g., feature article, letter, brochure)</li> <li>Uses a suitable tone</li> <li>Allows voice to emerge when appropriate</li> </ul>	<p><b>WR-E5-1.1.3</b>  <i>In Transactive Writing, the writer:</i></p> <ul style="list-style-type: none"> <li>Conveys a purpose through informing or persuading</li> <li>Develops an effective angle to achieve purpose</li> <li>Communicates as an informed writer to provide new insight</li> <li>Clarifies what the reader should know, do, or believe as a result of reading the piece</li> <li>Utilizes text features of the selected form(e.g., feature article, letter, brochure)</li> <li>Uses a suitable tone</li> <li>Allows voice to emerge when appropriate</li> </ul>
<p><b>WR-E-1.2.0</b>  <b>Idea Development/Support: The writer develops and supports main ideas and deepens the audience’s understanding of purpose by using</b></p> <ul style="list-style-type: none"> <li>Logical, justified, and suitable explanation</li> <li>Relevant elaboration</li> <li>Related connections or reflections</li> <li>Idea development strategies appropriate for the form</li> </ul>		
<p><b>WR-EP-1.2.1</b>  <i>In Reflective Writing, the writer:</i></p> <ul style="list-style-type: none"> <li>Describes own skills, strategies, and processes</li> <li>Explains own decisions</li> <li>Identifies own strengths and areas for growth</li> <li>Provides support for claims about self</li> </ul>	<p><b>WR-E4-1.2.1</b>  <i>In Reflective Writing, the writer:</i></p> <ul style="list-style-type: none"> <li>Describes own skills, strategies, and processes</li> <li>Explains own decisions</li> <li>Identifies own strengths and areas for growth</li> <li>Provides support for claims about self</li> </ul>	<p><b>WR-E5-1.2.1</b>  <i>In Reflective Writing, the writer:</i></p> <ul style="list-style-type: none"> <li>Describes own skills, strategies, and processes</li> <li>Explains own decisions</li> <li>Identifies own strengths and areas for growth</li> <li>Provides support for claims about self</li> </ul>
<p><b>WR-EP-1.2.2</b>  <i>In Personal Expressive/Literary Writing, the writer:</i></p> <ul style="list-style-type: none"> <li>Conveys main idea through use of literary elements appropriate to the genre: <ul style="list-style-type: none"> <li>Develops characters (fictional/non-fictional) through</li> </ul> </li> </ul>	<p><b>WR-E4-1.2.2</b>  <i>In Personal Expressive/Literary Writing, the writer:</i></p> <ul style="list-style-type: none"> <li>Conveys main idea through use of literary elements appropriate to the genre: <ul style="list-style-type: none"> <li>Develops characters (fictional/non-fictional) through</li> </ul> </li> </ul>	<p><b>WR-E5-1.2.2</b>  <i>In Personal Expressive/Literary Writing, the writer:</i></p> <ul style="list-style-type: none"> <li>Conveys main idea through use of literary elements appropriate to the genre: <ul style="list-style-type: none"> <li>Develops characters (fictional/non-fictional) through</li> </ul> </li> </ul>

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**DRAFT -- March 30, 2005**

<p><i>thoughts, emotions, actions, descriptions, or dialogue when appropriate</i></p> <ul style="list-style-type: none"> <li>• <i>Develops plot/story line appropriate to the form</i></li> <li>• <i>Describes an appropriate setting, mood, scene, image or feeling</i></li> <li>• <i>Uses literary or poetic devices (e.g., simile, metaphor, personification) when appropriate</i></li> <li>• <i>Conveys evidence of reflection when appropriate</i></li> <li>• <i>Evokes a response</i></li> </ul>	<p><i>thoughts, emotions, actions, descriptions, or dialogue when appropriate</i></p> <ul style="list-style-type: none"> <li>• <i>Develops plot/story line appropriate to the form</i></li> <li>• <i>Describes an appropriate setting, mood, scene, image or feeling</i></li> <li>• <i>Uses literary or poetic devices (e.g., simile, metaphor, personification) when appropriate</i></li> <li>• <i>Conveys evidence of reflection when appropriate</i></li> <li>• <i>Evokes a response</i></li> </ul>	<p><i>thoughts, emotions, actions, descriptions, or dialogue when appropriate</i></p> <ul style="list-style-type: none"> <li>• <i>Develops plot/story line appropriate to the form</i></li> <li>• <i>Describes an appropriate setting, mood, scene, image or feeling</i></li> <li>• <i>Uses literary or poetic devices (e.g., simile, metaphor, personification) when appropriate</i></li> <li>• <i>Conveys evidence of reflection when appropriate</i></li> <li>• <i>Evokes a response</i></li> </ul>
<p><b>WR-EP-1.2.3</b>  <i>In Transactive Writing, the writer:</i></p> <ul style="list-style-type: none"> <li>• <i>Includes relevant information to clarify a specific purpose</i></li> <li>• <i>Develops an angle with support (e.g., facts, examples, reasons, comparisons, diagrams, charts, other visuals)</i></li> <li>• <i>Provides explanations to support the writer's purpose</i></li> <li>• <i>Uses research to support ideas with facts and opinions</i></li> <li>• <i>Uses persuasive techniques when appropriate (e.g., bandwagon, emotional appeal, testimonial, expert opinion)</i></li> </ul>	<p><b>WR-E4-1.2.3</b>  <i>In Transactive Writing, the writer:</i></p> <ul style="list-style-type: none"> <li>• <i>Includes relevant information to clarify a specific purpose</i></li> <li>• <i>Develops an angle with support (e.g., facts, examples, reasons, comparisons, diagrams, charts, other visuals)</i></li> <li>• <i>Provides explanations to support the writer's purpose</i></li> <li>• <i>Uses research to support ideas with facts and opinions</i></li> <li>• <i>Uses persuasive techniques when appropriate (e.g., bandwagon, emotional appeal, testimonial, expert opinion)</i></li> </ul>	<p><b>WR-E5-1.2.3</b>  <i>In Transactive Writing, the writer:</i></p> <ul style="list-style-type: none"> <li>• <i>Includes relevant information to clarify a specific purpose</i></li> <li>• <i>Develops an angle with support (e.g., facts, examples, reasons, comparisons, diagrams, charts, other visuals)</i></li> <li>• <i>Provides explanations to support the writer's purpose</i></li> <li>• <i>Uses research to support ideas with facts and opinions</i></li> <li>• <i>Uses persuasive techniques when appropriate (e.g., bandwagon, emotional appeal, testimonial, expert opinion)</i></li> </ul>

<b>WR-E-1.3.0</b> <b>Organization: The writer creates unity and coherence to accomplish the focused purpose by</b> <ul style="list-style-type: none"> <li>• <b>Engaging the audience</b></li> <li>• <b>Establishing a context for reading when appropriate</b></li> <li>• <b>Placing ideas and support in a meaningful order</b></li> <li>• <b>Guiding the reader through the piece with transitions and transitional elements</b></li> <li>• <b>Providing effective closure</b></li> </ul>		
<b>WR-EP-1.3.1</b> <i>In Reflective Writing, the writer:</i> <ul style="list-style-type: none"> <li>• <i>Engages the interest of the reader</i></li> <li>• <i>Places ideas and details in meaningful order</i></li> <li>• <i>Uses a variety of transitions between ideas and details to guide the reader</i></li> <li>• <i>Concludes effectively</i></li> </ul>	<b>WR-E4-1.3.1</b> <i>In Reflective Writing, the writer:</i> <ul style="list-style-type: none"> <li>• <i>Engages the interest of the reader</i></li> <li>• <i>Places ideas and details in meaningful order</i></li> <li>• <i>Uses a variety of transitions between ideas and details to guide the reader</i></li> <li>• <i>Concludes effectively</i></li> </ul>	<b>WR-E5-1.3.1</b> <i>In Reflective Writing, the writer:</i> <ul style="list-style-type: none"> <li>• <i>Engages the interest of the reader</i></li> <li>• <i>Places ideas and details in meaningful order</i></li> <li>• <i>Uses a variety of transitions between ideas and details to guide the reader</i></li> <li>• <i>Concludes effectively</i></li> </ul>
<b>WR-EP-1.3.2</b> <i>In Personal Expressive/Literary Writing, the writer:</i> <ul style="list-style-type: none"> <li>• <i>Engages the interest of the reader</i></li> <li>• <i>Places ideas and details in a meaningful order</i></li> <li>• <i>Employs organizational devices (e.g., foreshadowing, flashback) when appropriate</i></li> <li>• <i>Uses a variety of transitions or transitional elements between ideas and details to guide the reader</i></li> <li>• <i>Uses paragraphs effectively</i></li> <li>• <i>Arranges poetic stanzas in a way that enhances the meaning through the use of white space, line breaks, and shape</i></li> <li>• <i>Concludes effectively</i></li> </ul>	<b>WR-E4-1.3.2</b> <i>In Personal Expressive/Literary Writing, the writer:</i> <ul style="list-style-type: none"> <li>• <i>Engages the interest of the reader</i></li> <li>• <i>Places ideas and details in a meaningful order</i></li> <li>• <i>Employs organizational devices (e.g., foreshadowing, flashback) when appropriate</i></li> <li>• <i>Uses a variety of transitions or transitional elements between ideas and details to guide the reader</i></li> <li>• <i>Uses paragraphs effectively</i></li> <li>• <i>Arranges poetic stanzas in a way that enhances the meaning through the use of white space, line breaks, and shape</i></li> <li>• <i>Concludes effectively</i></li> </ul>	<b>WR-E5-1.3.2</b> <i>In Personal Expressive/Literary Writing, the writer:</i> <ul style="list-style-type: none"> <li>• <i>Engages the interest of the reader</i></li> <li>• <i>Places ideas and details in a meaningful order</i></li> <li>• <i>Employs organizational devices (e.g., foreshadowing, flashback) when appropriate</i></li> <li>• <i>Uses a variety of transitions or transitional elements between ideas and details to guide the reader</i></li> <li>• <i>Uses paragraphs effectively</i></li> <li>• <i>Arranges poetic stanzas in a way that enhances the meaning through the use of white space, line breaks, and shape</i></li> <li>• <i>Concludes effectively</i></li> </ul>
<b>WR-EP-1.3.3</b> <i>In Transactive Writing, the writer:</i> <ul style="list-style-type: none"> <li>• <i>Provides a context for reading</i></li> <li>• <i>Organizes in the accepted format of the genre</i></li> <li>• <i>Develops an appropriate text structure (e.g., cause/effect, problem/solution, question/answer, comparison/contrast, description, sequence) to achieve purpose</i></li> <li>• <i>Places ideas and details in a logical,</i></li> </ul>	<b>WR-E4-1.3.3</b> <i>In Transactive Writing, the writer:</i> <ul style="list-style-type: none"> <li>• <i>Provides a context for reading</i></li> <li>• <i>Organizes in the accepted format of the genre</i></li> <li>• <i>Develops an appropriate text structure (e.g., cause/effect, problem/solution, question/answer, comparison/contrast, description, sequence) to achieve purpose</i></li> <li>• <i>Places ideas and details in a logical,</i></li> </ul>	<b>WR-E5-1.3.3</b> <i>In Transactive Writing, the writer:</i> <ul style="list-style-type: none"> <li>• <i>Provides a context for reading</i></li> <li>• <i>Organizes in the accepted format of the genre</i></li> <li>• <i>Develops an appropriate text structure (e.g., cause/effect, problem/solution, question/answer, comparison/contrast, description, sequence) to achieve purpose</i></li> <li>• <i>Places ideas and details in a logical,</i></li> </ul>

<i>meaningful order by using a variety of transitions or transitional elements between ideas and details</i> <ul style="list-style-type: none"><li>• <i>Uses text features (e.g., subheadings, bullets, fonts, white space, layout, charts, diagrams, labels, pictures, captions) when appropriate</i></li><li>• <i>Concludes effectively</i></li></ul>	<i>meaningful order by using a variety of transitions or transitional elements between ideas and details</i> <ul style="list-style-type: none"><li>• <i>Uses text features (e.g., subheadings, bullets, fonts, white space, layout, charts, diagrams, labels, pictures, captions) when appropriate</i></li><li>• <i>Concludes effectively</i></li></ul>	<i>meaningful order by using a variety of transitions or transitional elements between ideas and details</i> <ul style="list-style-type: none"><li>• <i>Uses text features (e.g., subheadings, bullets, fonts, white space, layout, charts, diagrams, labels, pictures, captions) when appropriate</i></li><li>• <i>Concludes effectively</i></li></ul>
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<b>WR-E-2.4.0</b> <b>Sentence Structure: The writer creates sentences that are</b> <ul style="list-style-type: none"> <li>• Varied in structure and length</li> <li>• Constructed effectively</li> <li>• Complete and correct unless using unconventional structures for an intentional effect when appropriate</li> </ul>		
<b>WR-EP-2.4.1</b> <i>In Reflective Writing, the writer:</i> <ul style="list-style-type: none"> <li>• Communicates in complete sentences or uses unconventional structures when appropriate</li> <li>• Uses sentences of various lengths and structures throughout the piece</li> </ul>	<b>WR-E4-2.4.1</b> <i>In Reflective Writing, the writer:</i> <ul style="list-style-type: none"> <li>• Communicates in complete sentences or uses unconventional structures when appropriate</li> <li>• Uses sentences of various lengths and structures throughout the piece</li> </ul>	<b>WR-E5-2.4.1</b> <i>In Reflective Writing, the writer:</i> <ul style="list-style-type: none"> <li>• Communicates in complete sentences or uses unconventional structures when appropriate</li> <li>• Uses sentences of various lengths and structures throughout the piece</li> </ul>
<b>WR-EP-2.4.2</b> <i>In Personal Expressive/Literary Writing, the writer:</i> <ul style="list-style-type: none"> <li>• Communicates in complete sentences or uses unconventional structures for an intentional effect when appropriate</li> <li>• Uses sentences of various lengths and structures</li> <li>• Arranges words in a meaningful order</li> <li>• Uses poetic line breaks effectively</li> </ul>	<b>WR-E4-2.4.2</b> <i>In Personal Expressive/Literary Writing, the writer:</i> <ul style="list-style-type: none"> <li>• Communicates in complete sentences or uses unconventional structures for an intentional effect when appropriate</li> <li>• Uses sentences of various lengths and structures</li> <li>• Arranges words in a meaningful order</li> <li>• Uses poetic line breaks effectively</li> </ul>	<b>WR-E5-2.4.2</b> <i>In Personal Expressive/Literary Writing, the writer:</i> <ul style="list-style-type: none"> <li>• Communicates in complete sentences or uses unconventional structures for an intentional effect when appropriate</li> <li>• Uses sentences of various lengths and structures</li> <li>• Arranges words in a meaningful order</li> <li>• Uses poetic line breaks effectively</li> </ul>
<b>WR-EP-2.4.3</b> <i>In Transactive Writing, the writer:</i> <ul style="list-style-type: none"> <li>• Communicates in complete, concise sentences or uses unconventional structures when appropriate</li> </ul>	<b>WR-EP-2.4.3</b> <i>In Transactive Writing, the writer:</i> <ul style="list-style-type: none"> <li>• Communicates in complete, concise sentences or uses unconventional structures when appropriate</li> </ul>	<b>WR-EP-2.4.3</b> <i>In Transactive Writing, the writer:</i> <ul style="list-style-type: none"> <li>• Communicates in complete, concise sentences or uses unconventional structures when appropriate</li> </ul>
<b>WR-E-2.5.0</b> <b>Language: The writer demonstrates</b> <ul style="list-style-type: none"> <li>• Correct usage/grammar</li> <li>• Concise use of language</li> <li>• Effective word choice through strong verbs, precise nouns, concrete details, and sensory details</li> <li>• Language appropriate to the content, purpose, and audience</li> </ul>		
<b>WR-EP-2.5.1</b> <i>In Reflective Writing, the writer:</i> <ul style="list-style-type: none"> <li>• Adheres to conventional guidelines for usage and grammar</li> </ul>	<b>WR-E4-2.5.1</b> <i>In Reflective Writing, the writer:</i> <ul style="list-style-type: none"> <li>• Adheres to conventional guidelines for usage and grammar</li> </ul>	<b>WR-E5-2.5.1</b> <i>In Reflective Writing, the writer:</i> <ul style="list-style-type: none"> <li>• Adheres to conventional guidelines for usage and grammar</li> </ul>

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<ul style="list-style-type: none"> <li>• <i>Uses language concisely</i></li> <li>• <i>Uses language appropriate to the content, purpose, and audience</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Uses language concisely</i></li> <li>• <i>Uses language appropriate to the content, purpose, and audience</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Uses language concisely</i></li> <li>• <i>Uses language appropriate to the content, purpose, and audience</i></li> </ul>
<p><b>WR-EP-2.5.2</b>  <i>In Personal Expressive/Literary Writing, the writer:</i></p> <ul style="list-style-type: none"> <li>• <i>Adheres to standard guidelines for usage and grammar or uses non standard when appropriate for effect</i></li> <li>• <i>Makes language choices based on economy, precision, richness, impact on the reader</i></li> <li>• <i>Expresses ideas through descriptive or figurative language</i></li> </ul>	<p><b>WR-E4-2.5.2</b>  <i>In Personal Expressive/Literary Writing, the writer:</i></p> <ul style="list-style-type: none"> <li>• <i>Adheres to standard guidelines for usage and grammar or uses non standard when appropriate for effect</i></li> <li>• <i>Makes language choices based on economy, precision, richness, impact on the reader</i></li> <li>• <i>Expresses ideas through descriptive or figurative language</i></li> </ul>	<p><b>WR-E5-2.5.2</b>  <i>In Personal Expressive/Literary Writing, the writer:</i></p> <ul style="list-style-type: none"> <li>• <i>Adheres to standard guidelines for usage and grammar or uses non standard when appropriate for effect</i></li> <li>• <i>Makes language choices based on economy, precision, richness, impact on the reader</i></li> <li>• <i>Expresses ideas through descriptive or figurative language</i></li> </ul>
<p><b>WR-EP-2.5.3</b>  <i>In Transactive Writing, the writer:</i></p> <ul style="list-style-type: none"> <li>• <i>Adheres to standard guidelines for usage and grammar</i></li> <li>• <i>Communicates through language appropriate to the purpose and audience (e.g., specialized vocabulary of the discipline, precise word choice)</i></li> </ul>	<p><b>WR-E4-2.5.3</b>  <i>In Transactive Writing, the writer:</i></p> <ul style="list-style-type: none"> <li>• <i>Adheres to standard guidelines for usage and grammar</i></li> <li>• <i>Communicates through language appropriate to the purpose and audience (e.g., specialized vocabulary of the discipline, precise word choice)</i></li> </ul>	<p><b>WR-E5-2.5.3</b>  <i>In Transactive Writing, the writer:</i></p> <ul style="list-style-type: none"> <li>• <i>Adheres to standard guidelines for usage and grammar</i></li> <li>• <i>Communicates through language appropriate to the purpose and audience (e.g., specialized vocabulary of the discipline, precise word choice)</i></li> </ul>
<p><b>WR-E-2.6.0</b>  <b>Correctness: The writer demonstrates</b></p> <ul style="list-style-type: none"> <li>• <b>Correct spelling</b></li> <li>• <b>Correct punctuation</b></li> <li>• <b>Correct capitalization</b></li> <li>• <b>Acceptable departure from standard correctness to enhance meaning when appropriate</b></li> <li>• <b>Appropriate documentation of ideas and information from outside sources (e.g., citing authors or titles within the text, listing sources)</b></li> </ul>		